Source Analysis

Discussion Expectations

This course will have regular source discussions throughout the semester. In these lab discussion sessions, you will be asked to analyze texts, films, maps, or podcasts. Using specific techniques, you will analyze these sources to think about them from multiple perspectives and interpret their meaning. You will fill out an analysis sheet each time we discuss a source in class. You will turn in a paper copy on the date it is due. For students to get credit for the source analysis sheets as a part of their ePortfolio, they must be in class for the discussion.

Analysis

For many of you, the process of analysis may be something new and intimidating. Here are some questions/thoughts to help you think analytically. At different times, I may ask you to prioritize certain questions in the list. What is the creator's main claim, thesis, or argument?

- Is the creator trying to prove anything?
- Why was the source created?
- What was the purpose of the source?
- Who was the audience for the source?
- What does this source teach us?
- How does the source help us understand something about our problem?
- When was the source created and what did it mean to the people during that time?
- Consider the creator and what perspective/bias that might bring to the source.
- Consider what in the source doesn't fit or might surprise you.
- Does the source remind you of anything?
- Why is this source important?

Adapted from Lab Worksheet created by Prof. Spencer and Dr. Jill Anderson

Due Date: 4/25/2025   Name: Tamiria Dixon

Source Analysis

Title: Bridge Detroit

Author: Erin Einhorn

Source Date: July 19, 2021

Source Type: Digital Scrolly telling

Context (what is important to note about the creator, when it was created, its audience, or its format?): There are many things to note about the creator and this source. The fact that this source was published by NBC News could infer that this issue needed more attention. The article included interviews with residents and the relatives of the person that made the wall, which adds to the credibility of the story. With that, I was able to assume that the audience being targeted were Detroit natives. After asking my dad, a Detroit native himself, remembers the memories associated with the wall growing up as a kid in the 90's. It can be said that this story was published on such a large scale like NBC News to bring attention to this issue.

Summary (what important facts about the source's content should we note for our discussion): One of the most important facts that we should about the source's content is that the bridge separates the East Side from the West. Historically, African Americans mainly lived on the east side, while whites lived on the west. The objective of the wall was to boost housing sales on the west side for whites. Specifically, realtors found their sales increasing when doping so. The wall remains there as of today and demonstrates the lasting effects of racism.

Analysis (what should we take away to better understand our problem and its stakeholders?): As an audience we should practice taking accountability and try to fix historical mistakes. With correcting these mistakes will model a good example for other cities. Also, I think that it's important to understand the different demographics of citizens who live in these areas. Instances, such as these having lasting effects on marginalized groups such as this one,